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ABSTRACT

Student personnel professionals have long recognized and worked with the unique nature of student alcohol abuse problems on the college campus. Some abuses often observed are excessive consumption, use of alcohol as a means of socialization, strong peer pressure on others to drink, loud boisterous behavior, occasional disruptions and damage, and, on some occasions, harassment, intimidation, and physical conflict with other people. Most youthful drinkers quickly develop moderate, controlled drinking behavior patterns and do not encounter serious problems with alcohol abuse. But the minority who cannot maintain self-control or who become dependent on alcohol create severe problems for themselves and for others who must deal with them in group social activities and residence group living situations. These people, and the constant influx of new students to our campuses each year, generate a never-ending challenge for student personnel professionals and students. We now recognize that the number of regular drinkers among the college-age population is increasing and that many students do develop serious, long-range alcohol abuse problems. This publication will provide a model; offer applicable easily utilized strategies for staff and students; and identify readily available low cost resources. (Author)

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ALCOHOL EDUCATION

for College Student Personnel

Editor

Gary B. North

A Publication
of
National
Association of
Student
Personnel
Administrators
Region IV East

Fall 1977

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ALCOHOL EDUCATION
FOR COLLEGE STUDENT PERSONNEL

Gary North
Editor

A PUBLICATION

OF

NASPA

REGION IV EAST

NATIONAL
ASSOCIATION OF
STUDENT
PERSONNEL
ADMINISTRATORS

Fall, 1977

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CONTENTS

PREFACE, Gary North 5

ALCOHOL EDUCATION--EVERYONE'S RESPONSIBILITY, Paul Oliaro 6

WHAT'S GOING ON? . . . ASSESSING THE CAMPUS, Dawn Hecker 9

LET YOUR FINGERS DO THE WALKING . . . ALCOHOL INFORMATION RESOURCES, Zoe Stanley 11

GETTING IT TOGETHER . . . PROGRAM DEVELOPMENT, Mary Neil 12

TRAINING--A KEY TO SUCCESS, Dennis J. O'Hara. 13

PROGRAMMING IDEAS FOR ALCOHOL EDUCATION, Rianne Anderson and Bonnie Olson . . 15

ALCOHOL EDUCATION--A STUDENT'S PERSPECTIVE, Sue Gold 16

ALCOHOL EDUCATION ACTIVITIES AT NORTHERN MICHIGAN UNIVERSITY AND THE NON-ALCOHOL OPTION: HOW SUCCESSFUL?, Ronald Stump 17

ALCOHOL PROBLEMS AND PROGRAMS AT A SMALL LIBERAL ARTS COLLEGE, C. David Campbell 18

ALCOHOL: FROM 21 TO 18 TO 19, Betty Roe 20

THE FIRST ANNUAL TRAINING PROGRAM IN ALCOHOL AWARENESS FOR STUDENT PERSONNEL PROFESSIONALS, Arthur L. Casebeer 20

ALCOHOL AWARENESS FOR COLLEGE STUDENTS, David DeCoster, Ruth Engs, Ralph Larson, Phillip McPheron. 21

EVALUATING PROGRAM IMPACTS, Douglas Zatechka. 22

ANALYZING DRINKING BEHAVIORS OF A CAMPUS POPULATION, Dennis J. O'Hara, Bonnie Olson, Doug Torrance. 23

000005

Many people contributed countless hours to the production of this publication; however, five people in particular, Marty North, Dennis O'Hara, Bonnie Olson, Paul Oliaro, and Anna Rzewnicki, deserve special recognition. Dennis, Bonnie, and Paul helped organize the monograph, collect articles, and review contributions from authors. Bonnie was especially helpful in arranging for the printing of the monograph, and Anna and Marty edited the copy and typed the manuscript for printing. Without their special interest and assistance, this publication would not have been possible.

Gary North
Editor

000006

PREFACE

Gary North

Student personnel professionals have long recognized and worked with the unique nature of student alcohol abuse problems on the college campus. Prior to the lowering of the age of majority, a reduction of the legal drinking age in most states, and the removal of many on-campus regulatory barriers, our efforts at controlling student drinking were directed primarily toward prohibiting possession and consumption through restrictive policies and strong disciplinary measures--often including suspension. But just as prohibition failed to stop drinking during its shortlived history, restrictive institutional efforts had little effect on curbing student alcohol consumption. Rather, they tended to drive the activity underground, off campus, to the local bars, or to illegal distributors who would sell to minors. Not many deans, disciplinary officers, or housing staff enjoyed the task of enforcing alcohol regulations; and many viewed this responsibility as a deterrent to their efforts to establish good relationships with students. It was not at all uncommon for personnel professionals, when discussing mutual concerns, to lament, "if only we didn't have to deal with alcohol."

As laws changed and regulations became more flexible, many student affairs people assumed that "now we can really get down to working with developmental concerns" and the "real" tasks of student affairs. However, when legal drinking became a reality on the campus, most of us quickly found that we had traded one set of problems for another. Behaviors that formerly occurred off campus or behind closed doors were brought out in the open. Student affairs professionals had to adopt a new perspective about working with students and had to spend more administrative time learning about the legal aspects of alcohol usage. Responsibilities had to be further clarified to protect against allegations of negligence or liabilities as use of alcohol was approved for use during student activities. We also had to become more knowledgeable about the social-psychological aspects of drinking behavior and how to deal with them.

The majority of college students, while classified legally as adults, are entering the developmental stages of early adulthood and are further establishing independence, autonomy, values, and self-discipline as a part of the process. Experimenting with alcohol is one of the behaviors commonly associated with this age group. Some abuses often observed are excessive consumption, use of alcohol as a means of socialization, strong peer pressure on others to drink, loud boisterous behavior, occasional disruptions and damage, and, on some occasions, harassment, intimidation, and physical conflict with other people.

Most youthful drinkers quickly develop moderate, controlled drinking behavior patterns and do not encounter serious problems with alcohol abuse. But the minority who cannot maintain self-control or who become dependent on alcohol create severe problems for themselves and for others who must deal with them in group social activities and residence group living situations. These people, and the constant influx of new students to our campuses each year, generate a never-ending challenge for student personnel professionals and students. We now recognize that the number of regular drinkers among the college-age population is increasing and that many students do develop serious, long-range alcohol abuse problems. Thus, our task is to develop new strategies and approaches to more effectively treat the problem without alienating those students we are attempting to serve. The intelligent use of alcohol can be taught and college students are an appropriate target group to whom such program efforts should be directed.

It is our hope that this publication will provide a model program to follow, offer applicable, easily utilized strategies for staff and students, and identify readily available resources which can be obtained at a low cost to institutions.

Gary North is Director of the Residence Hall Programs Office and Associate Professor of Higher Education at Michigan State University.

000007

ALCOHOL EDUCATION--EVERYONE'S RESPONSIBILITY

Paul Oliaro

Booze, sauce, liquor, spirits--alcohol by any other name is still alcohol. It has been praised, cursed, glorified, and condemned since its discovery. Within our own culture, alcohol has been a part of our way of life since the Pilgrims brought beer over on the Mayflower. Despite attempts by its opponents to restrict and even prohibit its availability and use, alcohol and the problems it creates have become an integral part of our economy and our social life.

Through the support of Congress and the Department of Health, Education and Welfare, the 1970s have witnessed the development of a considerable amount of research, insight, and information about alcohol abuse as one of our nation's major health concerns. As a result, the scope and impact of the problem are increasingly coming to the attention of individuals in all professions and occupations. Yet, in many ways, Higher Education has been remiss in addressing this concern as it exists among the college student population.

To help alleviate this problem, this article provides a model that can be utilized to confront alcohol problems on the campus. (See model on facing page.) The focal point of the model is not simply a problematic one. Rather, emphasis is placed on the role of educators in providing information about responsible and self-directed decision-making in the use of alcoholic beverages. While recognizing that the college campus is not immune from the myriad alcohol problems that exist in our larger society, it must be realized that the majority of those who use alcoholic beverages (on or off the campus) do so without experiencing long-term problems.

In treating this topic, the following assumptions will be made:

1. That alcohol use and misuse are common among young adults, and its potential for impacting their behavior is high

2. That the college/university setting is an appropriate-albeit crucial--place for addressing the positive and negative aspects of using alcohol

3. That no model or system for addressing such a complex topic is always directly adaptable to every campus but can only serve to stimulate ideas and strategies useful to the reader's own situations

It is with these assumptions in mind that the explanation and application of the implementation model are offered. The model consists of five phases:

Assessment
Resource Exploration/Program Development
Training
Program Implementation
Research/Evaluation

Each of these phases has several component parts. The following overview is designed to introduce the reader to the primary objectives of each phase. Other articles in this monograph will cite specific details and examples that are illustrative of the potential outcomes in each phase.

ASSESSMENT

All too often, alcohol-related issues are approached or programs are started because it seems to be the thing to do, because there is local, state, or national interest in the topic, or because a large quantity of information is being generated on the subject. Unfortunately, this can result in hasty decisions and program implementations that are ill-conceived at best and inappropriate at worse.

It cannot be overemphasized that each college/university should assess its own campus environment to: (1) determine the nature of its present and anticipated responsibilities and problems related to student alcohol use and misuse and (2) provide direction for the sequence of events that would lead to an effective alcohol education program.

RESOURCE EXPLORATION/PROGRAM DEVELOPMENT

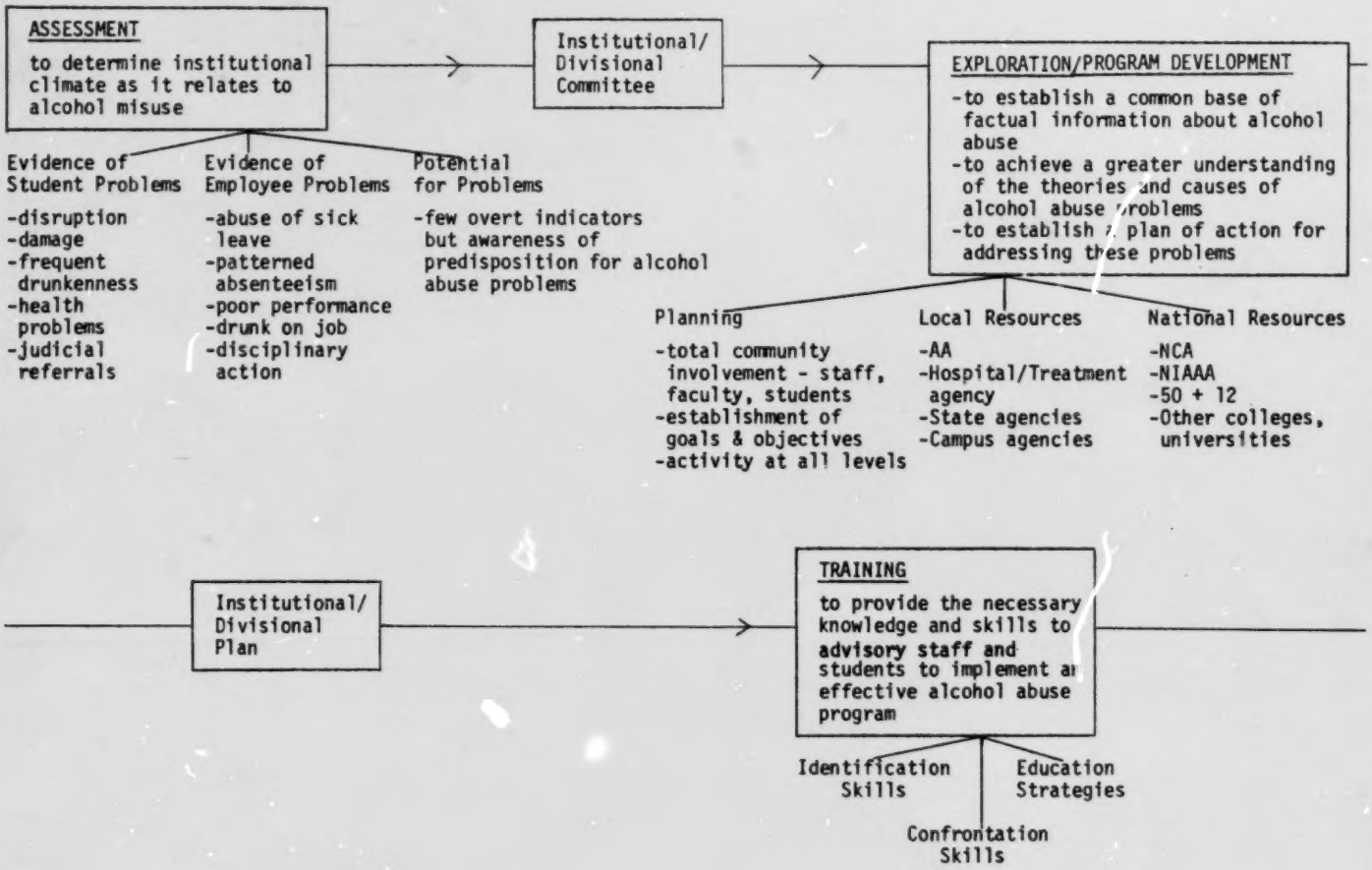
Once the decision has been made that a more concerted effort is needed to address the issue of alcohol use and abuse, it is important to become familiar with the information and resources that are available to help start a program. This includes resources both on and off campus as well as state and national resources.

In addition to identifying available resources, comprehensiveness and specificity are key elements in planning an alcohol education program for your

000008

MICHIGAN STATE UNIVERSITY - DIVISION OF RESIDENCE HALL PROGRAMS - ALCOHOL EDUCATION OFFICE

MODEL FOR IMPLEMENTATION


ASSESSMENT
to determine institutional climate as it relates to alcohol misuse
Institutional/ Divisional Committee
EXPLORATION/PROGRAM DEVELOPMENT
-to establish a common base of factual information about alcohol abuse
-to achieve a greater understanding of the theories and causes of alcohol abuse problems
-to establish a plan of action for addressing these problems
Evidence of Student Problems
-disruption
-damage
-frequent drunkenness
-health problems
-judicial referrals
Evidence of Employee Problems
-abuse of sick leave
-patterned absenteeism
-poor performance
-drunk on job
-disciplinary action
Potential for Problems
-few overt indicators but awareness of predisposition for alcohol abuse problems
Planning
-total community involvement - staff, faculty, students
-establishment of goals & objectives
-activity at all levels
Local Resources
-AA
-Hospital/Treatment agency
-State agencies
-Campus agencies
National Resources
-NCA
-NIAAA
-50 + 12
-Other colleges, universities
Institutional/ Divisional Plan
TRAINING
to provide the necessary knowledge and skills to advisory staff and students to implement an effective alcohol abuse program
Identification Skills
Education Strategies
Confrontation Skills
PROGRAM IMPLEMENTATION
to provide a systematic and comprehensive institutional response to the problem of alcohol abuse
Publication and distribution of findings
RESEARCH
-to assess program impact
-to determine methods for improving program effectiveness
Education
-distribution/display of posters, brochures, literature
-programming for increased awareness thru discussion, films (incl social prog)
-emphasis on teaching responsible drinking
Policy Formulation
-establishment of institutional attitude toward use of alcohol
-development of policies/procedures governing use of alcohol
-understanding of institutional and staff liabilities
Formal survey of population attitudes & perceptions
Ongoing committee involvement in program development and redesign
Primal Data from key sources - Health Center, Police, Hall Staff, Counseling Center, Faculty
Individual Action
-sensitivity to behavioral indicators
-positive action in response to behavioral indicators thru confrontation/referral
-self-appraisal of own drinking habits/attitudes

campus. The involvement of faculty, staff, student leaders, local experts from the community, and members of Alcoholics Anonymous can provide a broad-based, action-oriented task force on which to build a wide-reaching and credible education effort. Decisions regarding the scope of your program and whether to include prevention, identification, referral, treatment, and policy revisions as goals must be made in light of the assessment conducted, resources available, and the motivation and degree of support that exist within and outside your campus.

Regardless of the scope, the purposes and goals of the committee should be developed within definable and attainable objectives designed to make informational opportunities and services available to your target populations. Such objectives will help to keep the program's efforts organized and help provide some measure of progress for a program in which success is often difficult to define.

TRAINING

Once the focus of the program has been defined and specific objectives have been established to monitor progress, the individuals expected to implement the program (professional staff, RAs, or students) must be provided the necessary skills to make those objectives realizable.

Because of the social stigma attached to alcohol abuse, the mythologized and erroneous understanding that most people have about the subject, and the peer pressure to drink, the motivation to actively support and contribute to an alcohol education program must come through a broad-based and multifaceted training program. Such a program should be designed to provide accurate information on alcohol abuse and develop constructive attitudes toward both use and abuse. Training can also provide usable and generalizable skills for (1) educating students for responsible use of alcohol and (2) confronting irresponsible use and the behaviors associated with it.

In addition to skill training, a broad understanding of the nature, incidence, and development of the disease of alcoholism and a commitment to trying a variety of approaches in dealing with the problem are essential for program success.

PROGRAM IMPLEMENTATION

While this monograph will not pretend to provide a simple methodology for operationalizing a formal program, we offer the recommendation that after your assessment has been completed--after you have tapped local resources, established initial purposes and directions for your program, and have begun to train those responsible for its implementation--the actual implementation should focus on two levels:

1. Education/Prevention--Provide opportunities through information dissemination and other programming efforts to assist students in making informed and responsible decisions about their own alcohol use and to help students identify those behavior patterns in themselves which manifest signs of actual or potential problems with alcohol.

2. Encouragement of Individual Confrontation/Referral--Motivate staff members and students to develop skills in:

   A. Identifying/confronting individuals whose drinking behavior causes disruption in their floor or hall environment

   B. Recognizing and responding to subtle indicators of alcohol misuse among students (i.e., solitary drinking, frequent blackouts)

There are numerous activities that can take place at each of the above levels to accomplish your goals. This monograph will provide you with some ideas and examples which have been implemented on several campuses. Their quality or appropriateness for your campus is left to your own judgment.

RESEARCH/EVALUATION

It is suggested that you approach evaluating your program with at least two assumptions:

1. That your evaluation be designed to improve on your present efforts rather than connote success or failure

2. That you realize prevention is always difficult to measure and that the unconditional worth of efforts to educate students on this topic must be recognized

With these assumptions in mind, it is possible to consider several targets for your research and evaluation efforts. They include:

1. Data collection on increases or decreases in alcohol-related problems brought to the attention

000010

of various on-campus agencies (Counseling Center, Health Center, Police, Housing Office)

2. Data collection on such items as the number of programs conducted, pamphlets distributed, information requests, and referrals made

3. Review of qualitative data on those items mentioned in item 2

4. Measure of changes in information level/attitudes of students as influenced by program efforts

Caution must be exercised in determining "desired directions" for any of these measures since they may not be easily interpreted. For example, does an increase in the number of alcohol problems seen by the Counseling Center mean there are more problems on campus or that they are being more readily identified?

Despite the limitations of such research and evaluation efforts, they have the potential for providing you a source of feedback and a perspective which can assist in redesigning or refocusing alcohol education efforts on your campus.

SUMMARY

It is hoped that you will find some of the information, ideas, and recommendations in this monograph useful. We ask that you share any ideas which you find through other resources so that we too can benefit from them. Regardless of how much you may take from this publication, the authors hope it serves to create or add to your motivation to "do something" and take the risk to assume an active role in addressing directly and openly the topic of alcohol use and misuse on your campus. Its impact on our society and your responsibility as educators of young adults entering that society demand no less.

Paul Oliaro is Director of the Michigan State University Alcohol Education Project and Area Director with the Residence Hall Programs Office.

WHAT'S GOING ON? . . . ASSESSING THE CAMPUS

Dawn Hecker

In 1974, at Michigan State University, alcohol abuse by students was a growing concern. On MSU's campus, drinking was permitted by policy, encouraged by the social atmosphere, and virtually expected by peers. The legal drinking age in Michigan had recently been lowered to 18 and the campus alcohol policies permitted consumption of alcohol in residence hall rooms, suites, and apartments. In addition, student groups could "register" parties and hold them in study lounges, floor living areas, designated party rooms, and various other parts of the residence halls. The resulting situation was one of relatively wide-spread, condoned consumption of alcohol. The average weekend saw one or two registered floor parties per hall, each attended by 75 to 200 students. Typically, a hall party was held once a term and attended by 300-500 residents. In-room parties, not subject to registration under the campus alcohol policy, were held more frequently. For all its problems, the number of students drinking in the halls did reduce the number of residence hall students drinking in bars or at off-campus parties and then driving to campus in an intoxicated state.

But the increased consumption of liquor on campus contributed to a number of alcohol-related problems which were manifested in several ways. In a number of halls, staff grew increasingly concerned about damage, noise, fights, and personal abuse coincident with high alcohol consumption. The head resident advisor in a small women's hall noticed a more covert problem--residents drinking alone in their rooms on weekends. In a large coed hall, students and staff alike reacted with alarm to an incident of respiratory failure associated with alcohol consumption. A Committee on Intelligent Drinking was formed in that hall to begin educating students on alcohol use and abuse.

Some staff seemed reluctant to verbalize their concern, and many individuals assumed they were the only ones experiencing difficulty or holding a concern for the problem. A number attempted

000011

individual program efforts to treat the problems; however, the results were limited.

As the concern for alcohol abuse problems became more apparent, the Director of Residence Hall Programs invited staff and students to share their concerns and any initial program efforts. From these group discussions, the Alcohol Education Committee was formed to approach the problem more systematically. An assessment was made of other offices and departments on campus working with students on health-related matters, and it was discovered that they were also becoming concerned about the increase of student alcohol abuse. Therefore, representatives from many of these offices became interested and involved in the Committee's efforts.

Initially, there was strong verbal support but limited funding for the group's work. Also, there was no single individual responsible for directing the Committee's activities, and a great deal of time was spent determining an appropriate target for its efforts. Thus, a Residence Hall Area Director was assigned the primary task of chairing the Committee and, based on input from Committee members, the group defined several areas toward which its efforts should be directed. They were: research into the alcohol abuse problem, programming to educate students, training for staff, and identification of area resources. Committee members divided into subgroups to cover these areas. Gathering existing information and developing new materials were primary activities within the four identified areas. During the summer of 1975, a Committee member was employed by the Director of Residence Hall Programs to write a grant proposal to secure financial support for the project. A grant was obtained from the State of Michigan Attorney General's Trust Advisory Fund, and the Alcohol Education Project was begun.

While the early work of the Alcohol Education Committee was slowed by lack of funding and a struggle to establish direction, there was an intense commitment to doing something about the alcohol problem on campus. Those first meetings of discussion, catharsis, and path-finding, while frustrating to Committee members, were a necessary beginning for what became a many-faceted alcohol education program at Michigan State University.

This description of the Michigan State experience and the sequence of events that led to the start of our program are offered to emphasize the need for consideration of the following steps in your assessment of your campus.

1. It must be determined that a problem or the potential for one exists and that your staff is willing to work toward the resolution of that problem.

2. Information must be gathered to determine the scope and impact of alcohol abuse on the total environment (not just Housing or Student Affairs).

3. Identify individuals genuinely interested in the topic to aid in early assessment efforts.

4. Assess assistance available from local alcohol information/treatment agencies, from potential funding sources, and from other colleges in your area.

5. Set modest goals initially for your efforts and delegate assessment tasks to increase the involvement of interested people.

In addition to these steps, you should also plan on maintaining a high level of patience and not expect easy answers or quick successes from any of your efforts. Your assessment of your group's willingness to try many approaches and ideas, to overcome resistance to its efforts, and to work with little reward will provide a reasonable gauge of the likelihood of the success of your program.

Dawn Hecker is an administrative assistant to the Director of the Office of Residence Hall Programs at Michigan State University.

000012

LET YOUR FINGERS DO THE WALKING . . . ALCOHOL INFORMATION RESOURCES

Zoe Stanley

An important aspect in the development of any alcohol education program is the identification of resources. Knowing how to locate and use offices and people will aid your program. Such resources can assist in finding speakers for programs, providing pamphlets and posters for your students, and keeping your office informed on new developments and materials in the field.

The first place to begin is by locating community resources and the phone book is the best place to start. Most cities and towns provide phone listings for the local contact for Alcoholics Anonymous, AL-ANON, and AL-TEEN, along with numbers for local substance abuse treatment centers. These agencies can be very helpful in gathering information to start an Alcohol Education Program on your campus.

But if helping agencies are not available locally, each state has an office of substance abuse services or alcohol information services which should prove beneficial. These offices can serve not only as information resources but typically are also capable of providing consultants who will come to your campus to assist you in the planning and development of your program. They can also keep you informed about the various conferences, programs, and schools of alcohol studies that offer training and are open for attendance by persons interested in this field. In some cases, state offices of substance abuse provide scholarships to assist interested participants in attending such programs. If you are unable to locate this office within your state agencies, contact your local Department of Public Health and ask about substance abuse services within your state.

National resources, such as the National Council on Alcoholism (NCA) and the National Institute for Alcohol Abuse and Alcoholism (NIAAA), are excellent sources for additional information to aid in the development of campus alcohol education programs. These agencies have movies, books, pamphlets, posters, and ideas that can be used in conducting your program. They can also help to keep you updated about what is happening around the country in the field of alcoholism and alcohol abuse. The national headquarters for both of these organizations are listed at the end of this article. Regional centers are also located in various parts of the country and there may be one in close proximity to your campus. In addition to these two resources, several other agencies are listed that will provide you with informational materials, pamphlets, and brochures, free of charge.

An emerging source of information and assistance is a number of professional organizations, such as the Association of College and University Housing Officers and the National Association of Student Personnel Administrators, who are striving to identify campus programs which can serve as models for other institutions seeking to find effective ways of addressing problems of alcoholism and alcohol abuse. You are encouraged to contact your Regional Vice President or other organization officers to obtain more information about what is being done within your professional organization on this topic.

Other colleges and universities in your vicinity may be developing or may have existing alcohol education programs and might be interested in sharing information and ideas. It was such an approach that resulted in the publication of a very useful catalogue entitled The Whole College Catalogue on Drinking (available through NIAAA) which offers numerous useful ideas for the implementation of any alcohol education effort.

While this article by no means exhausts all possible resources at your disposal, it is hoped that you will explore the availability of those listed and will discover new resources on your own that you, in turn, can share with your colleagues.

ALCOHOL EDUCATION RESOURCES--NATIONAL HEADQUARTERS

Alcoholics Anonymous World Service, Inc.
P.O. Box 459
Grand Central Station
New York, NY 10017

AL-ANON Family Group Headquarters, Inc.
P.O. Box 182
Madison Square Station
New York, NY 10010

Allstate Insurance Company
Alstate Plaza
Northbrook, IL 60062

American Automobile Association
8111 Gatehouse Road
Falls Church, VA 22042

Blue Cross
622 Third Avenue
New York, NY 10017

000013

Distilled Spirits Council
of the US, Inc.
1300 Pennsylvania Building
Washington, DC 20004

Marketing Services
Addiction Research Foundation
of Ontario
33 Russell Street
Toronto, Ontario M5S 281

Metropolitan Life Insurance Co.
1 Madison Avenue
New York, NY 10010

National Alcoholic Beverage
Control Association, Inc.
5454 Wisconsin Avenue
Washington, DC 20015

National Clearinghouse for
Alcohol Information
PO Box 2345
Rockville, MD 20852

National Council on Alcoholism
Suite 1405
733 Third Avenue
New York, NY 10017

National Youth Alternatives
Project
1345 Connecticut Avenue, NW
Washington, DC 20036

Publications Division
Rutgers Center of Alcohol Studies
Rutgers - The State University
New Brunswick, NJ 08903

Responsible Drinking Education
Program
US Jaycees
PO Box 7
Tulsa, OK 74102

Seagram's Distilleries
Advertising Department
375 Park Avenue
New York, NY 10022

Zoe Stanley is an Assistant Hall Director with the Residence Hall Programs Office of Michigan State University.

GETTING IT TOGETHER . . . PROGRAM DEVELOPMENT

Mary Neil

Since many universities across the country recognize the need for a concentrated effort in alcohol education, a review of various university programs now in existence offers some basic formulas that seem to be successful in the development of any campus program.

Schools such as Iowa State University began their efforts by organizing an Alcohol Education Task Force of students, faculty, and various administrative staff to look at alternative approaches and resources available through the university and local community and at the state and national level. In assessing the scope of the problem, several universities have surveyed the student body to determine the level and type of use made of alcohol, students' knowledge of the drug, and its effects. Most surveys have received a high return rate and have been an initial step in the education of the student and university community. The University of Wisconsin-Madison initiated a series of public hearings to gather information concerning alcohol use and abuse and to obtain suggestions for programming efforts.

In seeking resources for campus use, most universities have tapped federal programs such as the National Institute on Alcohol Abuse and Alcoholism, National Council on Alcoholism, and the Jaycee's "Operation Threshold." However, additional support for funding, training, and programming is now being sought through individual state Substance Abuse offices, local Alcoholics Anonymous and AL-ANON groups, academic departments, and even local bars which also are becoming increasingly concerned about the student drinking problem.

St. Olaf College in Northfield, Minnesota has created the position of Coordinator for its Task Force. The Coordinator not only aids in training and program development for the residence hall staff but also makes individual contacts with various campus residence halls, organizations, and faculty groups. The impact from such contacts is difficult to evaluate on the surface; but as more are made, the basis of support for the campus program will grow considerably.

Initially, many schools, such as Michigan State, have taken a multi-faceted approach to this issue. Michigan State's Alcohol Education Office staff coordinate the various efforts of many individuals on campus, act as a clearinghouse for referrals and information, and provide a skills trainer for working with the residence hall professional

000014

staff. The trainer leads workshops in specific skills, such as confrontation and conflict resolution, and also uses an outreach program for teaching hall staff how to train the students in their respective halls or in student organizations. In addition, Michigan State has used skills training in conjunction with alcohol education in teaching people how to exercise rights and responsibilities with regard to others.

Programming efforts nationwide reflect a potpourri of ideas and approaches. The University of Wisconsin/Stevens Point has developed a film, "99 Bottles: Responsibility and Drinking," which is now being distributed across the country. They have also undertaken button and poster campaigns, developed a speakers' bureau, and included a weekly column on alcohol education in the campus newspaper. Through continual evaluation and redesign of their program, they plan to initiate a peer counseling program and undertake a five-year research project to evaluate the impact of their programs.

Many universities have come to recognize that among the best resources immediately available are the local Alcoholics Anonymous and AL-ANON groups. Members of these confidential groups have been willing to speak to student groups and share their individual experiences in dealing with an alcohol problem or living with and loving someone who has an alcohol problem. By simply making space available on campus for weekly meetings, these groups have impacted a portion of the student populations in a direct and more effective way than many of the other approaches.

As we take a harder look at training and programming efforts, we must recognize that many university and hall policies permitting alcohol use on campus need further clarification. Both the University of Wisconsin/Stevens Point and Michigan State University have spent considerable time developing alcohol policies that not only conform with state laws but may also be used as educational tools at the residence hall level. They define students' responsibilities and liabilities and provide a clearer definition of what constitutes responsible decision-making in the use of alcohol.

It is important to realize that many program efforts will be difficult to evaluate in relation to a direct impact on your institution's student population and problems. However, our responsibility not only rests in educating students for today but also for the life that each of them will lead away from campus. We must continue to reach out to increase the quality and quantity of our alcohol education efforts. For us, the bottom line is people helping people for today and for tomorrow.

Mary Neil is a former Head Resident Advisor with the Residence Hall Programs Office at Michigan State University.

TRAINING--A KEY TO SUCCESS

Dennis J. O'Hara

Training of staff is fundamentally important in the development of a successful campus alcohol education program. At Michigan State University, training is part of the five-point program outlined in its Alcohol Resource Manual. The importance of training stems from the expectation that staff members be aware of and informed about use and abuse on campus and be able to identify, confront, and assist individuals involved in alcohol abuse. To meet the training needs of residence hall staffs, an Alcohol Education Training Model has been designed. The model is structured to make use of large group sessions for general information sharing and small group meetings for skills practice and experiential programs.

Specific training sessions in confronting the alcohol abuser have become part of the in-service training of many RA staffs at Michigan State. The Confrontation program includes a lecturette on the definition, purpose, elements, and antecedents of confrontation as well as a demonstration of the skill, with special attention given to the conditions surrounding the confronter, the person(s) being confronted, and the techniques involved. This skill practice session generally concludes with a discussion of problem cases and a distribution of a Confrontation Guidelines handout.

Other training programs used at Michigan State include Value Clarification exercises, referral assistance

training, and alcohol information sessions. Programs at the University of Wisconsin/Madison, The University of Delaware, Springfield College, and the University of North Carolina at Chapel Hill, among other institutions, utilize a similar approach drawing on much of the same information. The Whole College Catalog About Drinking, produced by the National Institute on Alcohol Abuse and Alcoholism, serves as another solid resource for training programs.

The use of a flexible, multi-faceted training program that meets the specific needs of an institution and its staff appears to be an excellent developmental contribution to an effective campus alcohol education effort.

The following model is designed to meet the training needs of a college personnel staff. The purpose of this model is to create an awareness of alcohol use and abuse among staff and to present a method to train staff in identifying, confronting, and assisting individuals with alcohol problems. The Alcohol Education Training Model can be used as a "broad-brush" all-day workshop, and/or individual elements of the model can be used separately or in combination with other elements to meet the specific training needs of the staff.

ALCOHOL EDUCATION TRAINING MODEL

I. Introduction
   - A. Greeting and explanation of program goals and methods
   - B. Lecturette on the impact of alcohol abuse
   - C. Identification of myths and facts regarding alcohol

II. Alcohol Abuse and Alcoholism--the Alcoholic
   - A. Explanation of the nature and progression of alcoholism
   - B. Presentation of personal insights to the feelings, motivation, and perceptions of an alcoholic

III. Legal Issues Regarding Alcohol Use
   - A. Explanation of major legal considerations regarding alcohol use for students and administrators
   - B. Clarification of responsibilities and legal liabilities regarding laws and policies concerned with alcohol use
   - C. Presentation of considerations and suggestions for development and/or review of an institution's existing alcohol-related policies

IV. Confrontation of the Alcohol Abuser
   - A. Explanation of principles, elements, and techniques in confrontation
   - B. Demonstration of confrontation skills through group role play
   - C. Discussion and practice of confrontation skills

V. Alcohol Awareness Exercises
   - A. Presentation of value clarification exercises, films, slide presentations, and articles designed to stimulate discussion regarding alcohol use and abuse
   - B. Description of a creative program exercise designed to produce a workable alcohol awareness program

VI. Alcohol Programming and Resources
   - A. Presentation of suggestions for alcohol education programming
   - B. Panel discussion concerning factors involved in planning and coordinating alcohol education programs
   - C. Identification of national and local resources for alcohol information, advertisements, and treatment

VII. Conclusions
   - A. Summation of major elements in an alcohol education project
   - B. Presentation of ideas on how to develop an alcohol education committee

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Dennis J. O'Hara is Director of Training for the Michigan State University Alcohol Education Program.

000016

PROGRAMMING IDEAS FOR ALCOHOL EDUCATION

Rianne Anderson and Bonnie Olson

Assessment, program development, and the training of staff for an alcohol program have been discussed in the previous articles of this publication. The next step involved in the development of an alcohol project is program implementation: how to get students involved and how to get your message to them. The following examples are a small sample of the many different alcohol programs in operation across the country. We thank those schools that submitted their ideas. The Whole College Catalog About Drinking, available through NIAAA, also provides a number of ideas for use in campus program efforts.

UNIVERSITY OF WISCONSIN/MADISON

Non-Alcohol Specific Strategies--Programs designed to offer alternatives to drinking

A. Workshops in arts and crafts, music, writing, and the performing arts

B. Training/workshops in meditation, values clarification, assertiveness

C. Programs directed toward the isolated students; i.e., veterans and older students, married students, commuters, minorities

D. Increase opportunities for volunteerism

E. Community services and activities

F. Improving college-community relations

SAINT OLAF COLLEGE

A comprehensive alcohol education program that "tries to touch all who have an impact on students . . ." Programs that involve students are organized and run by students. Some of their programs follow.

A. A "Responsible Use Group" (RUG) for students who have a drinking problem but who don't feel their problem requires the commitment of AA. RUG meets once every two weeks

B. A formal alcohol education presentation for faculty

C. Resident Assistants were involved in an education program presented by the Johnson Institute

D. Barkeeps at the major pub frequented by students received a two-hour training program provided by a local alcohol counselor

E. Training programs aimed at students in the helping professions such as pre-nursing, pre-seminary, and pre-med were given

F. Nonfaculty staff were presented a two-hour training session by the Johnson Institute

G. Members of the community, supervisors from local factories, the local ministerial association, and school personnel are included in some training programs for non-faculty staff

H. An alcohol education week is sponsored by the students in residence halls, involving speakers and films followed by small group discussions

I. The Campus Alcohol Education Steering Committee asked for one or two students from each dorm to act as a liaison for "on the street" informal discussions about alcohol/chemical abuse

J. Articles were run in the school paper

K. A special section for alcohol education material was set aside in the library

UNIVERSITY OF WISCONSIN/STEVENS POINT

A program geared toward primary prevention. Some of the current projects are:

A. Button and poster campaigns

B. Development of a speakers' bureau for classes and residence halls

C. A symposium on responsible drinking

D. Consulting with a public information specialist about ways to conduct a media campaign

E. Production of a movie about responsible drinking at the college level

MICHIGAN STATE UNIVERSITY

The following are a few of the programs and ideas taken from the MSU program that have met with success and may be useful on your campus.

000017

A. Hall level committees on intelligent drinking have been developed. They include a combination of staff and students.

B. Short items have been included in managers' newsletters, hall newspapers, and the campus newspaper to acquaint students with alcohol and related problems.

C. Resource people have been utilized to lead discussions on alcohol abuse (e.g., representatives from the National Council on Alcoholism, Alcoholics Anonymous, AL-ANON, or the all-campus committee working with alcohol).

D. Tests and surveys have been conducted in residence halls, and the results have been published in the managers' newsletters. One or two questions are featured each week to attract attention.

E. All-hall (or individual floor) parties have been held without alcohol. Rootbeer floats, banana splits, or other items geared toward student appetites are substituted to replace alcohol.

F. Multi-part programs have been conducted in the halls with:

1. A survey or test to bring the concern to the attention of residents
2. An appropriate movie followed by discussion
3. Resource people leading discussions and providing information

G. Individual problem behaviors are confronted as they are observed. Staff speak with students individually who are not drinking successfully.

H. Alcohol Education staff members have acquainted hall council representatives and other student leaders with the local alcohol problems.

I. The main hallway bulletin boards have been used to display information about alcohol problems. A number of pamphlets and posters that are attractive and informative are available from local resources for this purpose.

J. Hall governments have purchased Alcohol Education pamphlets for distribution to residents on a one-per-room basis.

K. Resource fairs have been held with a variety of campus offices represented (i.e., Alcohol Information Office, Counseling Center, and campus physicians). Resource people provide information and answer individual questions for concerned students.

Rianne Anderson is an undergraduate Resident Assistant and a member of the Alcohol Education Committee at Michigan State University. Bonnie Olson is Program Coordinator for the Michigan State University Alcohol Education Project.

ALCOHOL EDUCATION--A STUDENT'S PERSPECTIVE

Sue Gold

A program on alcohol use and abuse will primarily attract people with some interest in the subject. The source of that interest may vary from what has been observed at a party, to a personal abuse problem, or worry about the possible problem of a friend. Students usually attend such a program out of curiosity or from a genuine concern for learning about the use and effects of alcohol. Their attitude may range from casual interest to a worried defensiveness, and they may conceal their real reason for attending the session.

The purpose of Alcohol Education is not to stop people from drinking. Unfortunately, many people, students and nonstudents, still equate this type of program with an attempt at prohibition. What an alcohol education program should do is to encourage people to think about their own habits and patterns of drinking and to point out the differences between responsible and irresponsible drinking rather than to patronize or preach.

Following basic guidelines for presenting a program can help to get this message across. For example, a speaker should fulfill basic information needs, relate information in an intelligent manner, and speak in an authoritative and concise way. Communicating on an intelligent level means talking to students as adults, not as erring children.

000018

Because most students have had experience with alcohol and are of legal age, they would neither appreciate nor tolerate being talked down to.

One of the most effective ways of communicating information on alcohol abuse is by utilizing people who have experienced the problem--preferably other students. Providing examples--how the problem progressed, personal experiences, how and why it was decided that help was needed, and how and where that help was obtained--and related information from a fellow student who has "been there" have a greater impact than someone listing a series of cold facts. AA and AL-ANON representatives are excellent for this type of information, especially if a young member from a campus group is available.

There are other logistical aspects that help in presenting successful information programs on alcohol. The program should start on time, and it should be in a comfortable location and have adequate space. The style of presentation should be whatever is most comfortable for the presenter, but programs informally structured seem best for loosening people on this potentially tense subject. Information should identify referral agencies and local alcohol-oriented groups on or near campus, if possible. Statistics are useful for indicating trends and for stimulating thought, and local statistics are the most meaningful. At all stages, both during the program and after, opportunity should be provided for questions. Often, most reaction will come after a program when individuals seek out the presenter for a private questioning session. Personal consultation should be available, if at all possible, and students should be aware of the opportunity.

An Alcohol Education program may have immediate spectacular results, or it may leave no evidence of ever having been presented. But if nothing else, it will provide an opportunity for the student to examine his or her own motives and habits of drinking. This initial step toward self-awareness is significantly valuable in itself and may result in that person's making changes on his or her own or seeking professional assistance.

Sue Gold is a student member of the Michigan State University Alcohol Education Committee.

ALCOHOL EDUCATION ACTIVITIES AT NORTHERN MICHIGAN UNIVERSITY AND THE NON-ALCOHOL OPTION: HOW SUCCESSFUL?

Ronald Stump

During recent years, Northern Michigan University at Marquette, Michigan, like many other institutions of higher education, has become increasingly concerned about the use and abuse of alcoholic beverages by its students. Marquette, located on the shores of Lake Superior in the Upper Peninsula of Michigan, is influenced by its heritage of iron ore mines and lumbering. This heritage includes the tradition of the heroic drinking miner and lumberjack, and this tradition has also influenced many of our students. In response, Northern has taken many of the same steps as other schools in meeting this problem. These steps included the establishment of a campus alcohol education committee composed of faculty, staff and students, the control of keggers, and staff alcohol education programs.

Three alcohol education activities on our campus worthy of note are: (1) a survey of alcohol and drug use by faculty, staff, and students; (2) the re-birth of the Free University as an alternative to alcohol use, and (3) the establishment of a nonalcohol house in our residence hall system.

The survey of alcohol and drug use was conducted by a faculty member of the Alcohol Education Committee. The intent of the survey was to assess the total campus use and abuse of alcohol and drugs by surveying a 10 percent sample of the University community members. It is hoped that the survey results will provide the committee with a good perspective of our present alcohol and drug abuse situation on campus. More information regarding the survey, the questionnaire, and its results may be obtained from Dr. Steve Platt, Department of Psychology, Northern Michigan University.

The Free University was re-initiated on the NMU campus in October 1976. The Alcohol Education Committee felt that this kind of program would provide students additional opportunities

000019

for self-growth and recreation as alternatives to the use of alcohol. The courses offered by the Free University have included log cabin construction, CPR training, Kayaking, interpersonal communication, photography, and women's self-defense. Although the impact of the Free University on the campus community's alcohol use is difficult to measure, the Free University has rapidly become an effective means for identifying and conducting creative activities for faculty, staff, and students. Cyndi Shaffer, Free University Coordinator, may be contacted for more information regarding this program.

The alcohol-free residence hall house was developed during the spring of 1976. Much consideration was given to the location of the nonalcohol house. The third floor in a low traffic area of a 325-student, coed residence hall was finally selected to house this program. This nonalcohol "Penthouse" proved to be a popular option with students throughout the year. In the spring of 1976, approximately 20 percent of the original 53 students signed up for Penthouse. The total occupancy of the house (54) was not filled for a variety of reasons until just prior to the beginning of the fall semester. The house population, however, remained relatively stable, experiencing only a small attrition rate (down to 48 from 54) from the fall semester to the winter semester. Room reservations for the house by returning students for fall 1977 indicated that all 54 spaces were assigned. Since the campus average for reservations by returning students is 50 percent, these results are an encouraging indication that students believe such an option is worthwhile.

With the exception of alcohol use, characteristics of Penthouse residents are not very different from those of other coed residences. For instance, the age of residents in the house ranged from 16-24. Within this group, there were 38 freshmen, 10 sophomores, 3 juniors, and 2 seniors. For 1977, approximately 6 freshmen, 36 sophomores, 8 juniors, and 4 seniors were expected. Of these, 32 will be returning students.

While the nonalcohol atmosphere cannot be definitely proved to be the influencing factor, damage in the house has been negligible and discipline problems have been minor. Study conditions in the house are reported to be good primarily because of the consideration residents have shown for each other's rights. However, the grade point average of this house for the fall semester, 1976, was lower than the overall hall average. Penthouse's house GPA was 2.27, while the overall hall average was 2.29.

Northern Michigan University is cognizant of its responsibility to provide, among its other curricular offerings, programs and environments conducive to raising students' awareness of the uses and abuses of alcohol. The initial success of the nonalcohol house is extremely encouraging to the management and residence hall staff who work closely with this living unit. A first-year report on the success of this alternative housing arrangement is available from the supervisory staff. For more information, contact Michael Mather, Andrew Wasilewski, or Stanley Cahill at Northern Michigan University.

Ronald J. Stump is Director of Student Activities at Northern Michigan University.

ALCOHOL PROBLEMS AND PROGRAMS AT A SMALL LIBERAL ARTS COLLEGE

C. David Campbell

The policies governing use of alcohol at Alma College are comparable to those at other liberal arts colleges of similar size, and the problems that we experience are also quite similar to those at other small colleges. Our alcohol policy is somewhat more restrictive than some and definitely more liberal than others.

Our present policy allowing limited use of alcohol replaced one of prohibition in the fall of 1972 and was the result of several months' work by a task force of student leaders and faculty and staff members following the lowering of Michigan's age of majority in January of 1972. This limited policy was adopted for two reasons:

1. There was some concern that unrestricted use of alcohol would interfere with an environment intended to support a rigorous academic program.

2. Like other liberal arts colleges, Alma College is a rather conservative environment; and it was felt that a more open policy might cause an imbalance in maintaining such an environment.

000020

The alcohol policy initiated in 1972 allows students to drink in their residence hall rooms with the doors closed. This closed door policy is intended to keep down the visibility of alcohol consumption. Also, students are allowed to drink at five specially licensed, all-campus parties per year in the Campus Center (special events licenses are secured in the name of Alma College from the State Liquor Control Commission). But, we require campus organizations holding these parties to also serve nonalcoholic beverages as well as snack foods such as potato chips, pretzels, and popcorn. Open containers of alcohol are not permitted in the public areas of the residence halls nor anywhere else on campus. This policy worked quite well while drinking was a new privilege but has, in recent years, become more of a problem as alcohol became more socially acceptable and some students began to take the policy for granted.

As is the case with many other schools, in our residence halls we sometimes experience noise, disruptive behavior, and damage associated with misuse of alcohol. Also, use of alcohol in residence halls may be contributing to the increasing privatism and reduction in the number of group activities taking place. Because of these concerns, we are trying some alcohol education programs to help students see the effects and potential hazards of alcohol.

But there are often barriers to such programming efforts. One is the collegiate myth that a person can (and probably should) drink a lot while in college and then upon graduation become a more moderate drinker. Another is the claim at many small schools that "there is nothing to do but drink." Still another barrier is the reluctance of many people in our society, especially the college age group, to take an active stand for the rational use of alcohol. But our students do not appear to care if a person chooses to drink a little, a lot, or not at all. It is not "cool" to suggest to a friend that he or she may be drinking too much. Everyone seems free to drink as they wish so long as they do not suggest that their peers must also drink to be accepted. Therefore, we have found that because of these attitudes any alcohol education program must be somewhat sophisticated in content and the delivery completely nonjudgmental.

Since Alma College is a residential institution, we first try to educate the residence hall staff about alcohol abuse problems. Our goal is to enable the resident assistants to recognize students who have, or potentially have, alcohol-related problems, to confront such students, and, if possible, to refer them to an appropriate office. Our resources include the Advising, Counseling, and Career Development Office on campus or the Mental Health Center (which has a substance abuse program) in the community. We also assist resident assistants in developing skills through workshops on helping relationships, assertiveness training, and alcohol education. Another part of our education program is an effort to help nondrinkers realize that they have the right to participate in group social activities without having to consume alcohol.

We also try to include more of the student body than just the residence hall staff in our alcohol education sessions. Last fall we invited fraternity, sorority, and hall council officers to a panel presentation from Michigan State University's Housing and Alcohol Education Offices. Those in attendance gained considerable knowledge from the presentation; but, unfortunately, attendance beyond the residence hall staff was slight. Also, a program by an alumnus now in medical school was publicized to the entire campus. His topic concerned the physiological effects of alcohol: what causes intoxication, the effects of long-term use, withdrawal, and related problems. While attendance was again slight, the approach was so unique that it appealed to those who came.

Last fall, when many students on campus were complaining of "nothing to do but drink," four resident assistants developed an Assessment Survey to identify unmet needs among the student population. Survey results have already brought changes in facility usage, scheduling, and content of programs planned by the College and student organizations.

We realize there is a strong need for more complete alcohol education in the future and that we also need to explore ways of reaching more of the campus community. Thus, a project for next fall is to assemble an alcohol education task force to better coordinate policy suggestions and programs. This task force will include representatives from the housing staff, Student Affairs, Counseling Center, Health Service, Chapel Affairs Committee, and Inter-fraternity and Pan-Hellenic Councils. It is hoped that this group will reach more of the campus population with alcohol education.

C. David Campbell is Associate Director of Student Affairs at Alma College, Alma, Michigan.

000021

ALCOHOL: FROM 21 TO 18 TO 19

Betty Roe

In 1973, the state of Minnesota lowered the legal drinking age from 21 to 18. Although the change received much publicity, it produced no significant problems for the residence halls at the University of Minnesota. Residents responded maturely to their new legal right, and any abuse problems were handled as a counseling matter.

But in September, 1976, due to concerns about high school drinking, the legal drinking age was raised to 19. A month later, adding to the impact of this drinking age change, the University lost its sovereign immunity in the courts. These two occurrences caused the residence hall staff to question their legal responsibility to underage students at events using alcohol. Therefore, all current alcohol policies and procedures were reviewed to determine whether the changes in the law mandated changes in operating procedure. It was determined that the present procedures, forms, and guidelines were sufficient to handle the changes in the law. The residence halls, which had been housing those under the legal drinking age, simply would now be doing so in greater numbers.

There were, however, two procedural changes made to emphasize student responsibility in planning events using alcohol.

1. The resident advisor staff is no longer directly involved in the planning of events where alcohol is present. The responsibility for the registration and the agreement for use of hall facilities rests with the sponsoring students. The negative effect of lack of Residence Advisor input into the planning stages is that problems may not be anticipated as well as in the past. However, liability is reduced by not implying total staff responsibility for the outcomes of an alcohol event.

2. The agreement form to be signed by sponsoring groups was changed from an Alcohol Approval Form to a Facilities Registration and Agreement Form. This was done to eliminate any reference to institutional approval for events and to shift the emphasis away from the use of alcohol. Also, additional pages with selected state alcohol statutes are supplied with the Facilities Registration.

The University of Minnesota residence halls will continue with an educational approach in helping students make decisions about their use of alcohol. Strides toward this end have been made during the past four years, while alcohol consumption was legal for the majority of the residents. Programming efforts, counseling, and referral occurrences have improved with hall staff in consulting roles. Thus, by informing residents of the new law and by increasing student responsibility, the housing staff's role as facilitators in the learning environment will remain as a primary objective.

Betty Roe is the Coordinator of Student Personnel Services at the University of Minnesota, Minneapolis, Minnesota.

THE FIRST ANNUAL TRAINING PROGRAM IN ALCOHOL AWARENESS FOR STUDENT PERSONNEL PROFESSIONALS

Arthur L. Casebeer

The Department of Higher Education at Southern Illinois University, in cooperation with Region IV East of the National Association of Student Personnel Administrators (NASPA) and through a grant given by the Midwestern Area Alcohol Education and Training Program, conducted the First Training Program in Alcohol Awareness for Student Personnel Professionals.

The conference was held at Southern Illinois University's Touch of Nature Environmental Center from May 15-21, 1977. A group of sixty student personnel professionals from the NASPA Region IV were in attendance. The conference was designed to acquaint student personnel professionals with basic information relative to alcohol abuse identification, treatment, and referral.

000022

Lectures and presentations were made by eminent researchers, physicians, psychiatrists, and alcohol educators. Topics discussed were: physiological aspects of alcohol on the human body, alcoholism, alcoholics on the college campus, attitudes of family and society, minorities and alcoholism, longitudinal research on college drinking, strategies, and resources for research. Three models of on-going campus alcohol treatment programs were presented and discussed. Each conferee was expected to return to his or her respective campus armed with factual information and model training programs in alcohol awareness that might be instituted.

Follow-up studies will be conducted over a period of six months and a year relative to the effectiveness of the alcohol awareness program.

It was hoped that the conference might be repeated over a period of years so that all colleges and universities within the Region IV East might have access to new and pertinent information on alcohol abuse.

Arthur L. Casebeer is Professor of Education at Southern Illinois University, Carbondale, Illinois.

ALCOHOL AWARENESS FOR COLLEGE STUDENTS

David DeCoster, Ruth Engs, Ralph Larson, Phillip McPheron

This article has been reprinted from the Journal of College Student Personnel, September 1976, "On the Campus" section, by permission of the authors.

Not unlike many institutions for post-secondary education, Indiana University has experienced a dramatic increase in the student use of alcohol during recent years. Students drink a variety of alcoholic beverages, seemingly for diverse reasons. Casual and social drinking are common, but perhaps more disturbing is the frequency with which these young adults turn to alcohol for the expressed purpose of getting "lost," "bagged," or "wrecked." When getting drunk is the primary objective, drinking often results in some type of antisocial behavior--hostility, aggression, or a general loss of usual inhibitions. Thus, the behavior observed might include destruction of property, fighting, irritability, careless driving, or general rowdiness.

Confirming subjective observations, the Indiana University Drug Commission survey in 1973 reported that 87 percent of those students responding to a questionnaire indicated past and present use of alcohol. On a national basis, a 1974 report from the United States Department of Health, Education, and Welfare indicated that alcohol was the drug of choice for 93 percent of all university students; and, furthermore, the highest scores on an index of possible problem drinking behaviors were recorded for the youngest age group for which data were available--the 18- to 20-year-olds.

After consultation with a representative of the National Institute on Alcohol Abuse and Alcoholism, the Division of Student Services, Indiana University, created the Alcohol Education Task Force composed of students, faculty members, counselors, physicians, and administrators. The Task Force was charged with the responsibility to develop an alcohol awareness and education program for college students.

Task Force members agreed on five criteria for such a program:

1. The program must contain materials that are factually accurate regarding alcohol beverages and alcohol use.

2. The program must emphasize responsible drinking behavior rather than advocating abstinence. A decision not to drink, however, should be considered as a legitimate alternative. Positive as well as negative consequences of drinking should be explored.

3. The program should include a cognitive base and then move toward affective considerations. It should demonstrate cultural and social dimensions of alcohol use but also provide students an opportunity to focus clearly upon the role of alcohol in relation to their personal objectives, life styles, and values.

4. The program must be designed so that it could be presented by paraprofessionals without the

000023

necessity to have professional consultants in attendance.

5. The program must be constructed and presented in a way that is intellectually and socially acceptable to young adults.

A review of the literature and a search for information, including media presentations, revealed that there is a lack of adequate alcohol education material available for young adults in post-secondary education. Thus, the Task Force began to focus its efforts on developing an educational experience that met the criteria cited previously. The result was an alcohol education and awareness program consisting of three major components:

1. The Student Alcohol Questionnaire was developed. It asked for some demographic information and the individual's present drinking behavior and preferences and also contained an alcohol knowledge section consisting of 36 true-false questions regarding alcoholic beverages and their use. Administering the questionnaire not only provided data regarding drinking patterns and behavior but also served as a useful exercise to raise student awareness about the use of alcohol. Correct answers to the knowledge section can be provided immediately or at a later point.

2. An original 13-minute film entitled "Booze and Yous" was created with the assistance of some talented students. The film defined the various types of alcoholic beverages, cultural implications, and possible physiological, as well as behavioral, effects of alcohol use. It presented factual information and human relations situations in a way that students find acceptable, interesting, and even enjoyable. A W. C. Fields-type cartoon character acted as the moderator in the film who frequently presented information in a humorous manner. A short discussion, which can focus on content or personal reactions to the information presented, was scheduled immediately following the film.

3. A series of five values clarification exercises was developed for use after the film in small group discussions (approximately 10 to 15 per group). The exercises helped students to focus directly on their personal attitudes and feelings regarding alcohol and the potential ramifications of drinking. These exercises allowed each person to consider such issues as the various dimensions related to responsible drinking, the role of peer pressure, individual reasons for drinking or not drinking, and the effects of drinking upon self as well as others.

This alcoholic education program can be offered to students in approximately two to three hours depending on how much time is devoted to the values clarification exercises. It is not necessary for a professional consultant to participate, and paraprofessional staff members in residence halls have been used to facilitate the experience after participating in a four-hour training session. Preliminary results of a pilot research project indicate that students who utilized the program improved their knowledge of alcohol. Subjective feedback has also been most positive.

David DeCoster and Philip McPheron are with Residence Life; Ruth Engs, Health Education; and Ralph Larson, Continuing Education, Indiana University, Bloomington, Indiana.

EVALUATING PROGRAM IMPACTS

Douglas Zatechka

To determine the success of a program, it is important to assess any impacts the program has made. The article that follows offers a methodology for conducting an evaluation of your program.

Evaluation should be based on project or program goals. Thus, it is important to establish goals which are operational, which lend themselves to evaluation, and which, if accomplished, provide indicators of change in values, attitudes, or behavior.

Alcohol education is a relatively new focus on the college campus and target populations may not have been previously exposed to programs or information of an educational nature. Thus, some indicators of success could be:

000024

1. Respondents indicating their awareness that such programs are being held and that they have had the opportunity to participate

2. Respondents indicating they are aware of (have seen) various visual materials, posters, signs, and items of factual information

3. Staff reporting and referring increased numbers of students to specialized counseling or rehabilitative offices and the willingness of students to seek such referral assistance

4. Staff indicating a heightened interest in training, sensitization to alcohol abuse or to problems of alcohol misuse

If an evaluation is conducted to study changes in students' values, attitudes, and drinking habits over time, both pre- and post-project data should be gathered and compared. The evaluation should also gather information from other sources which can serve as indicators of progress. For example:

1. Successful referrals to counseling/rehabilitative agencies can be tabulated.

2. Change in the amounts of "crimes" committed while under the influence of alcohol can be assessed from police records.

3. Changes in the frequency of health-related problems precipitated by alcohol can be determined through area health services.

4. Some subjective observations can be made on the "intelligent" drinking occurring at students' social events.

5. Alcohol abuse changing from an "emotional" issue of discussion to an issue centered on factual knowledge can be studied.

Finally, care should be exercised in selecting a random sample of the population in order to gather accurate data. Pre- and post-test data should be gathered over a period of academic years, as the membership of the on-campus student population changes with each new entering and departing class so that normative trends may be identified.

Douglas Zatechka was formerly Associate Director of Residence Hall Programs and Director of the Alcohol Education Program at Michigan State University. He is currently Director of Housing at the University of Nebraska, Lincoln, Nebraska.

ANALYZING DRINKING BEHAVIORS OF A CAMPUS POPULATION

Dennis J. O'Hara, Bonnie Olson, Douglas Torrance

The Alcohol Education Office, in conjunction with the Residence Hall Programs Office at Michigan State University, has been conducting alcohol abuse research since the winter of 1976. Two questionnaires distributed during the 1976 academic year examined student alcohol experience, attitudes and level of alcohol information programs. A third survey administered to students during the spring of 1977 was expanded to include questions regarding awareness of the alcohol project's activities. Another survey evaluating the impact of the Alcohol Education Project in the residence halls was administered to the advisory staff in the spring of 1976 and 1977.

The MSU residence hall system includes five geographic areas housing 18,000 students, primarily freshmen and sophomores. The response rates, as well as completeness of individual responses, varied significantly based on the emphasis accorded Alcohol Education in each area. The response rate for the three student surveys was approximately 50 percent. The surveys were administered to a random sample of resident students in winter 1976, spring 1976, and spring 1977. There was an approximate 50-50 split between male and female respondents. Generally, the surveys followed three main focus points: awareness of alcohol use and abuse, information about alcohol, and attitudes regarding alcohol.

Ninety percent of the students said they did drink, and 60 percent of the respondents acknowledged that they knew other students with drinking problems. Over 83 percent felt comfortable talking about their own drinking behaviors with others, but 40 percent said they would turn to a friend

000025

before anyone else to discuss an alcohol problem. Approximately 30 percent, however, said they would go to their Resident Advisor (RA) or the Alcohol Education Office to discuss an alcohol problem.

Between 50 to 75 percent of the students responded accurately to a series of alcohol information questions. Alcohol programs, posters, and information in the Manager's Newsletter were recognized by more than 40 percent of those responding. About one-third of the sample were aware of campus Alcoholics Anonymous and AL-ANON groups. In the area of programming, over one-half of the students responding, when given a choice between a kegger without entertainment or another type of program, indicated a preference for the other program.

The results of the evaluation studies, which were administered to RAs, upper advisory staff members, and hall managers in the spring of 1976 and again in the spring of 1977, were generally supportive of the Alcohol Education Committee's efforts. Specifically, most respondents indicated that the alcohol education program has had a positive influence on students and that the quality of the information has effectively met staff and student needs. Less than 5 percent of those sampled thought the alcohol abuse program had received too much attention. One of the greatest indicators of support for the program came from an increasing number of student and staff volunteers for the Alcohol Education Committee.

Thus, the overall results of research on the Michigan State University Alcohol Project have been positive. Much of the data have confirmed initial beliefs that alcohol is perceived as a problem by staff and students alike, that most students do have a limited amount of accurate information about the effects of alcohol, and also that programming, training, and staff responses to alcohol education through the Alcohol Education Project have been recognized and welcomed.

Results also indicate that increased publicity about campus AA and AL-ANON groups, the specific services of the Alcohol Education Office, and further awareness of alcohol--its effects, impact, and pressures among college students--are important focal points for the future. Research findings at other institutions, such as the University of Wisconsin system (with branches at Madison, Stevens Point, and Eau Claire), show similar results.

Therefore, the Alcohol Education Project's goal of further research on the use and abuse of alcohol in the college community remains an important one for improving program services.

Dennis O'Hara is Director of Training for the Alcohol Education Office at Michigan State University; Bonnie Olson is Program Coordinator of the Alcohol Education Program at MSU, and Douglas Torrence is a former Graduate Assistant at Michigan State University.